

## NORTHERN TERRITORY

# Professional Standards for Graduate Teachers in the Northern Territory

Teachers in the Northern Territory continue to set themselves the highest standards of professional practice, engagement and knowledge. On behalf of all teachers, the Teacher Registration Board presents these Graduate Standards of Professional Practice as its commitment to students, to student teachers, to the community and to the profession.

### ENDORSEMENT

The Graduate Standards were endorsed by the Teacher Registration Board on 23 November 2006.

TEACHER REGISTRATION BOARD  
of the Northern Territory



Teacher Registration Board of the Northern Territory  
GPO Box 1675 Darwin NT 0801  
Telephone: (08) 8999 4197  
Email: [trb@nt.gov.au](mailto:trb@nt.gov.au) Website: [www.trb.nt.gov.au](http://www.trb.nt.gov.au)

Standards for Graduate Teachers		THE NATIONAL FRAMEWORK FOR PROFESSIONAL STANDARDS FOR TEACHING IS PRESENTED IN FOUR CAREER DIMENSIONS:			
		GRADUATE	COMPETENT	ACCOMPLISHED	LEADERSHIP
		It is expected that all graduates will have achieved at this level on completion of a preservice teacher education course.			
PROFESSIONAL ENGAGEMENT	GRADUATE TEACHERS ARE ACTIVE MEMBERS OF THEIR PROFESSION.	1.1	Graduate teachers can contribute to the development of school communities that support the learning and wellbeing of both students and fellow teachers.		
		1.2	Graduate teachers can develop and maintain positive relationships with other professionals, parents/carers and members of the broader community to provide effective learning for students.		
		1.3	Graduate teachers begin to share responsibility for the integrity of the profession by promoting learning, the value of education and the profession in the wider community.		
		1.4	Graduate teachers act with dignity, courtesy and empathy in their relationships with all staff, students, parents/carers and the education community.		
		1.5	Graduate teachers understand and fulfil their legal and ethical responsibilities.		
	GRADUATE TEACHERS REFLECT ON, EVALUATE AND IMPROVE THEIR PROFESSIONAL KNOWLEDGE AND PRACTICE.	2.1	Graduate teachers can reflect on and critically evaluate their professional knowledge and the effectiveness of their teaching.		
		2.2	Graduate teachers begin to work collaboratively with others to discuss contemporary issues and research to improve professional practice.		
		2.3	Graduate teachers identify their own professional learning needs with assistance, and plan for and engage in professional development activities as identified in consultation with colleagues.		
		2.4	Graduate teachers have a repertoire of organisational, technological and administrative skills to help manage their duties effectively.		
		2.5	Graduate teachers acknowledge and engage critically with change to maintain relevance in their teaching and to clarify educational priorities in negotiation with their workplace.		
PROFESSIONAL KNOWLEDGE	GRADUATE TEACHERS KNOW THEIR STUDENTS.	3.1	Graduate teachers know how to assess the learning capabilities of their students and are aware of the factors that can influence their learning.		
		3.2	Graduate teachers recognise and are responsive to the social, cultural, historical and religious backgrounds of the students they teach, and value their diversity.		
		3.3	Graduate teachers develop an understanding and respect for students as individuals, and are sensitive to their social needs and learning styles and the ways they interact with others.		
		3.4	Graduate teachers know the importance of working with and communicating regularly with students' families to support their learning.		
	GRADUATE TEACHERS KNOW HOW STUDENTS LEARN AND HOW TO TEACH THEM EFFECTIVELY.	4.1	Graduate teachers know that relationships form the basis of all teaching and learning.		
		4.2	Graduate teachers draw on the body of knowledge about learning and contemporary research into teaching and learning to support their developing practice.		
		4.3	Graduate teachers know the importance of prior knowledge and language for learning, and the impact of discussion, group interaction and reflection in the learning process.		
		4.4	Graduate teachers know how to engage students in active learning.		
		4.5	Graduate teachers know how learning environments, program design, use of materials and resources, assessment and the structure of activities impact on learning.		
	GRADUATE TEACHERS KNOW THE CONTENT THEY TEACH.	5.1	Graduate teachers have a sound, critical understanding of the content, processes and skills they teach.		
		5.2	Graduate teachers can articulate the key concepts, skills and content of the curriculum and can demonstrate how they are applied.		
		5.3	Graduate teachers know the methodologies, resources and technologies that support learning of the content, processes and skills they teach.		
		5.4	Graduate teachers have knowledge of approved curriculum frameworks, policies, materials and programs appropriate to the context in which they teach.		
PROFESSIONAL PRACTICE	GRADUATE TEACHERS PLAN, PROGRAM, ASSESS AND REPORT FOR EFFECTIVE LEARNING.	6.1	Graduate teachers use their developing knowledge of students, content and pedagogy to establish clear and achievable learning goals for their students.		
		6.2	Graduate teachers plan and document the use of a range of activities, resources and materials to provide meaningful learning opportunities for students.		
		6.3	Graduate teachers know how to monitor student engagement in learning and begin to maintain records and report on student learning.		
		6.4	Graduate teachers can select, document and implement the approved curriculum to assess student learning effectively, to provide feedback to students and to inform further planning of teaching and learning.		
	GRADUATE TEACHERS CREATE AND MAINTAIN SAFE AND CHALLENGING LEARNING ENVIRONMENTS.	7.1	Graduate teachers develop relationships within classrooms, the school and the wider community that promote a sense of belonging.		
		7.2	Graduate teachers begin to build and maintain a positive learning environment where respect for the individual and for group dynamics is fostered, and where learning is the focus.		
		7.3	Graduate teachers know how to establish a learning environment that engages and challenges students, and encourages them to take responsibility for their own learning.		
		7.4	Graduate teachers can use and manage the materials, technologies, resources and physical space of the learning environment to create a stimulating and safe learning space.		
		7.5	Graduate teachers know how to establish and maintain clear and consistent expectations for students as learners and for their behaviour in the learning environment.		
	GRADUATE TEACHERS USE A RANGE OF TEACHING PRACTICES AND RESOURCES TO ENGAGE STUDENTS IN EFFECTIVE LEARNING.	8.1	Graduate teachers can communicate effectively with students to make their learning programs explicit, to build rapport and to support their learning.		
		8.2	Graduate teachers can provide and manage opportunities for students to explore ideas and develop knowledge and skills through discussion and group activities.		
		8.3	Graduate teachers use and manage a range of teaching and learning strategies, technologies, activities and resources.		
		8.4	Graduate teachers provide meaningful and constructive feedback to students about their learning.		

# Professional Standards for Graduate Teachers in the Northern Territory

## THE NATIONAL FRAMEWORK

The National Framework for Professional Standards for Teaching recognises four career dimensions for which different standards might apply. The four dimensions are:

Graduate	It is expected that all graduates will have achieved at this level on completion of a preservice teacher education course.
Competent	It is expected that most teachers will achieve this level in the first year of professional employment.
Accomplished	Some teachers will be recognised by their peers as highly proficient and successful practitioners, able to guide and support others in the teaching and learning process.
Leadership	Some teachers will be recognised as highly proficient and successful practitioners who are able to create a vision for teaching and learning and inspire their colleagues to achieve.

The Professional Standards for Graduate Teachers in the Northern Territory reflect the National Framework in acknowledging that a graduate teacher is not yet recognised as a competent and capable practitioner with full professional standing. The National Framework describes this level thus:

The National Framework allows the identification of the specific attribute of individual teacher education graduates. This dimension is distinct because their essential qualification lies predominantly in study rather than professional practice. While practice is an essential component of theoretical investigation, reflection and learning in preparation for teaching, a graduate is not yet recognised as a competent and capable practitioner with full professional standing. Graduate teachers are about to begin their teaching careers. They have undertaken endorsed programs of teacher preparation and possess the requisite knowledge, skills, values and attitudes to plan for and manage successful learning

Effective graduate teachers are equipped to engage in and negotiate a process of on-going professional learning. They identify their development needs and seek advice and support from colleagues. They have high expectations of themselves as professional learners and for the learning of their students. Their commitment to students and student learning is reflected in their desire to support students' achievement of the highest possible education outcomes. They have the commitment, enthusiasm and interpersonal skills to assume a professional role within their school and its broader communities and to contribute to the operations of a school as a whole.

### The Professional Standards for Graduate Teachers in the Northern Territory

were prepared in consultation with preservice teachers, registered teachers, teacher educators and employers. When working with graduate teachers it is worth noting that:

- the experiences of graduate teachers will vary according to the opportunities made available in their preservice teacher education program;
- the ways in which graduate teachers have met the standards will vary according to the context of their preservice teacher education program;
- with mentoring and support most graduate teachers will meet the Professional Standards at the competent level by the end of their first year of professional employment;
- graduate teachers will need to meet the Professional Standards at the competent level in the context in which they are employed.



## ETHICS STATEMENT

Professional standards must necessarily be underpinned by values. The teaching profession is unique in that it has ethical responsibilities through relationships with students, parents, colleagues and the wider community.

Teaching is a moral craft and teachers have to make ethical decisions daily. The maintenance of a code of ethics by the profession will provide a means of clearly identifying the values held by teachers and communicating those values within the profession and the community.

A code of ethics for Territory teachers is currently being prepared. There is a need, however, to indicate in broad terms the core values that underlie the professional standards published here. These are stated below.

- Northern Territory Standards of Professional Practice for Teaching are based on a commitment to learners, to the profession and to the community.
- Teachers accept the responsibility to provide meaningful learning experiences to students in their care in the belief that all students have the capacity and the right to learn.
- In carrying out their duties teachers will act with honesty and dignity, respecting the rights of parents to be partners in the education of their children and of families to have their privacy protected and their cultures acknowledged and valued in the school community.
- Teachers will honour the trust placed in them by students, parents and colleagues by ensuring that they have the professional knowledge required for quality teaching, and at all times behave in ways that promote the profession.